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ABSTRACT

A study was conducted to obtain information on the numbers and percentages of females and minorities in the administrations and faculties of public two-year colleges. The study involved a canvass of 33 public two-year colleges and a survey sent to all 50 state directors of public two-year colleges. Study findings, based on a composite of the responses from 22 of the two-year institutions surveyed and data provided by 29 state directors, included the following: (1) 29.8% of the administrators and 39.2% of the faculty members represented in the survey data were female; (2) 13.4% of the administrators and 9.86% of the faculty members were from minority groups; and (3) at least 6.5% of the administrators and 3.7% of the faculty members in the study were black. Comments on affirmative action provided by some survey respondents and a discussion of the implications of the findings of the study are included. (HB)

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WHERE THE (AFFIRMATIVE) ACTION IS (OR IS NOT):

THE STATUS OF MINORITIES AND WOMEN AMONG THE FACULTY AND ADMINISTRATORS OF PUBLIC TWO-YEAR COLLEGES

1983-1984

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WHERE THE (AFFIRMATIVE) ACTION IS (OR IS NOT): THE STATUS OF MINORITIES AND WOMEN AMONG THE FACULTY AND ADMINISTRATORS OF PUBLIC TWO-YEAR COLLEGES, 1983-1984

BY

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INTRODUCTION

LITTLE WORK HAS BEEN DONE ON THE PERCENTAGES OF FEMALES AND MINORITY GROUP MEMBERS IN THE ADMINISTRATIONS AND FACULTIES OF AMERICAN INSTITUTIONS OF HIGHER LEARNING. AMONG RECENT STUDIES, THE AUTHOR FOUND THE FOLLOWING:

THERE ARE RELATIVELY FEW STUDIES ON THE PERCENTAGE OF ADMINISTRATORS AND FACULTY MEMBERS WHO ARE FEMALE OR FROM MINORITY GROUPS. IN THE FACULTY ARENA THERE IS THE ANNUAL AAUP DATA WHICH IS HELPFUL.

IN THE ADMINISTRATIVE ARENA WE HAVE THE AMERICAN COUNCIL ON EDUCATION, OFFICE OF MINORITY CONCERNS SECOND ANNUAL STATUS REPORT WHICH USES 1979 DATA FROM THE EEO6 FORMS:

1979 ACE-EEOC STUDY N= ALL U.S. INSTITUTIONS
ADMINISTRATION = 10.0% MINORITY
7.4% BLACK
FACULTY = 9.0% MINORITY
4.4% BLACK

THEN THERE IS THE CUPA REPORT WOMEN AND MINORITIES IN ADMINISTRATION OF HIGHER EDUCATION INSTITUTIONS: EMPLOYMENT PATTERNS AND SALARY COMPARISONS WHICH SHOWED THAT LITTLE PROGRESS WAS MADE BETWEEN 1975-1976 AND 1978-1979.

1978-1979 CUPA STUDY N= 508 INSTITUTIONS
ADMINISTRATION = 25.5% FEMALE + MINORITY,
A SMALL INCREASE SINCE 1975-1976
TWO-YEAR PUBLIC COLLEGES (N= 307)
MINORITY MEN = 5.1%
MINORITY WOMEN= 1.7%

IN THE AREAS OF STUDENTS WE HAVE SANDY ASTIN'S MINORITIES IN AMERICAN HIGHER EDUCATION, WHICH IS PARTICULARLY HELPFUL IN PROVIDING A DISCUSSION OF PIPELINE CONSIDERATIONS, DEMONSTRATING CLEARLY HOW THE SUPPLY NARROWS DOWN AFTER EACH SIGNIFICANT EDUCATIONAL STEP--THE NUMBER OF HIGH SCHOOL GRADUATES, COLLEGE GRADUATES, GRADUATE SCHOOL STUDENTS, AND SO FORTH.

WE ALSO HAVE THE REGULAR REPORTS WHICH SHOW A SLIPPAGE, NOT A GAIN IN THE NUMBERS OF MINORITY GROUP MEMBERS WHO HAVE ACHIEVED THE PEAKS. FOR EXAMPLE IN THE JUNE 13, 1984 CHRONICLE OF HIGHER EDUCATION WE HAVE THIS HEADLINE: "MINORITIES SEEN MAKING NO GAIN IN CAMPUS JOBS." THE DAY BEFORE, IN THE WALL ST. JOURNAL WE SAW THIS HEADLINE: "LARGE SHORTAGE OF BLACK PROFESSORS IN HIGHER EDUCATION GROWS WORSE." OR, TAKE THIS HEADLINE FROM THE NEW YORK TIMES OF JUNE 10, 1984: "THE CLASS OF '84 IS ANOTHER DISAPPOINTMENT FOR BLACKS." OR TAKE THIS CHRONICLE HEADLINE OF MAY 16, 1984: "PROMISE OF THE LANDMARK 'BROWN' DECISION IS UNFULFILLED." WESTCHESTER COMMUNITY COLLEGE, DURING THE SPRING OF 1984, HAD KENNETH CLARK, WHO FIGURED SO PROMINENTLY IN THE BROWN VS. BOARD OF EDUCATION DECISION OF 1954, SPEAK TO ITS ANNUAL DINNER AT THE COLLEGE ON THE THEME OF "BROWN VS. BOARD OF EDUCATION: THIRTY YEARS LATER" AND THE TALE HE WEAVED WAS SAD--FOR IT SHOWED NOT GAINS BUT LOSSES IN MANY AREAS OVER THE THIRTY YEARS.

A NEW YORK STATE FINANCIAL AID PUBLICATION WHICH CAME ACROSS THE AUTHOR'S DESK RECENTLY STATED: "STATISTICS FROM THE CENSUS BUREAU SHOW THE FOLLOWING: THE PROPORTION OF BLACK STUDENTS (18-24 YEARS OLD) WHO GO TO COLLEGE DROPPED FROM 20.7 PERCENT IN 1975 TO 19.4 PERCENT IN 1980; HISPANIC STUDENTS DROPPED FROM 20.4 PERCENT TO 16.1 PERCENT. IT WOULD SEEM THAT MANY NEEDY STUDENTS HAVE LITTLE ACCESS TO FINANCIAL AID INFORMATION.

THE EQUAL EMPLOYMENT OPPORTUNITY COMMISSION HAS COLLECTED DATA FROM INSTITUTIONS OF HIGHER LEARNING IN 1979, 1981, AND 1983; ONLY AFTER THIS STUDY WAS COMPLETED DID THE SUMMARY OF THE 1979 DATA BECOME AVAILABLE. IT IS UNFORTUNATE THAT WE DO NOT HAVE AN EEOC STUDY FOR 1983-1984 UTILIZING THE EEO6 FORMS FILED BY ALL COLLEGES AND UNIVERSITIES IN NOVEMBER, 1983, AND WILL NOT FOR SEVERAL YEARS.

METHODOLOGY

IN ORDER TO REMEDY THIS LACK FOR TWO-YEAR INSTITUTIONS, THE AUTHOR DID THE FOLLOWING:

--CANVASSED 33 PUBLIC TWO-YEAR INSTITUTIONS WITH WHICH HE HAD BEEN WORKING FOR A NUMBER OF YEARS AND 2/3 OF THEM RESPONDED. THIS WILL BE REFERRED TO BELOW AS STUDY # 1.

--WROTE TO ALL 50 STATE DIRECTORS OF PUBLIC TWO-YEAR COLLEGES, AND THE RESPONSE WAS AS FOLLOWS:

12 DID NOT RESPOND
1 HAS NO PUBLIC COMMUNITY COLLEGES
8 INDICATED THAT THE DATA WERE NOT AVAILABLE CENTRALLY
7 PROVIDED DATA FOR SOME INSTITUTIONS
22 PROVIDED DATA

THUS WE HAVE DATA FOR 29 OF THE STATES--ALL OR SOME OF THE COLLEGES WITHIN THEIR BORDERS.
THIS WILL BE REFERRED TO BELOW AS STUDY # 2.

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A FURTHER STUDY IS BEING CONDUCTED DURING 1984-1985 IN ORDER TO INCLUDE MISSING INSTITUTIONS AND WILL BE REPORTED UPON DURING THE SPRING OF 1985.

THERE ARE SEVERAL METHODOLOGICAL QUESTIONS WHICH CROP UP IN A STUDY OF THIS SORT:

1. REMEMBER THAT WHAT IS PUT DOWN ON THE REPORT FORM IS ALL-IMPORTANT: "THE GOVERNMENT IS EXTREMELY FOND OF AMASSING GREAT QUANTITIES OF STATISTICS. THESE ARE RAISED TO THE NTH DEGREE, THE CUBE ROOTS ARE EXTRACTED, AND THE RESULTS ARE ARRANGED INTO ELABORATE AND IMPRESSIVE DISPLAYS. WHAT MUST BE KEPT EVER IN MIND, HOWEVER, IS THAT IN EVERY CASE, THE FIGURES ARE FIRST PUT DOWN BY A VILLAGE WATCHMAN, AND HE PUTS DOWN ANYTHING HE DAMN WELL PLEASES." ATTRIBUTED TO SIR JOSIAH STAMP, H.M. COLLECTOR OF INLAND REVENUE.

2. QUESTIONS ARISE ABOUT FULL-TIME/PART-TIME EMPLOYEES, HEADCOUNT/FTE CONSIDERATIONS, HOW TO COUNT CAMPUSES OF COLLEGES, AND WHETHER CENTRAL OFFICES SHOULD BE INCLUDED?

3. THERE MAY BE SLIGHTLY DIFFERENT DEFINITIONS, EVEN ON THE STANDARD EEO6 FORMS--FOR EXAMPLE, ONE STATE CHANGED THE CATEGORIES, FOR COULD BE CONSIDERED A GOOD REASON, BUT THIS CAN COMPLICATE THE COUNT. THERE MAY BE A PROBLEM WITH KEEPING THE DEFINITION OF EXECUTIVE/ADMINISTRATIVE/MANAGERIAL CONSISTENT.

4. A FEW STATES KEPT HANDICAPPED/VETERAN/DISABLED VETERAN DATA, AND REPORTED THAT IN ADDITION TO THE REQUIRED INFORMATION.

5. HISPANICS CAN BE BLACK OR WHITE, SO MORE BLACKS WHO ARE ALSO HISPANIC MAY SHOW UP IN THE STATISTICS AS HISPANIC.

6. ARE COUNSELORS AND LIBRARIANS SOMETIMES COUNTED IN THE FULL-TIME FACULTY TOTALS?

7. THE RATIO OF ADMINISTRATORS TO FACULTY MEMBERS FROM INSTITUTION-TO-INSTITUTION AND FROM STATE-TO-STATE VARIES A GREAT DEAL, AND RAISES A SUSPICION IN THE RESEARCHER'S MIND.

THE RESULTS OF "PERCENTAGE MINORITY" MAY BE COMPARED TO THE PERCENTAGE OF THE STUDENT BODY WHICH IS OF MINORITY ORIGIN, (FROM SOURCES SUCH AS THE CHRONICLE OF HIGHER EDUCATION) WITH INTERESTING RESULTS. THERE SEEMS TO BE A FACE CORRELATION BETWEEN THE TWO FIGURES.

NOT ENOUGH DATA WERE COLLECTED FROM FOUR-YEAR COLLEGES IN THIS STUDY (ONLY 99 COLLEGES AND UNIVERSITIES IN FOUR STATES) TO WARRANT ANY CONCLUSIONS, BUT A SIMILAR STUDY SHOULD BE COMPLETED FOR COMPARATIVE AND OTHER PURPOSES.

FINDINGS

1. TOTAL # FULL-TIME FACULTY IN PUBLIC CCS IN U.S. 94,541
   TOTAL IN STUDY # 1 18,040
   TOTAL IN STUDY # 2 25,279
   TOTAL IN STUDIES #1+2 43,319
   PERCENTAGE IN STUDY/TOTAL IN U.S. (1983-1984) 45.82

2. TOTAL # FULL-TIME ADMINISTRATORS IN PUBLIC US CCS* 16,836
   TOTAL IN STUDY # 1 4,416
   TOTAL IN STUDY # 2 5,715
   TOTAL IN STUDIES #1+2 10,131
   PERCENTAGE IN STUDY/TOTAL IN U.S. 60.17

*NOTE: THE TERM "ADMINISTRATOR" IS USED DIFFERENTLY IN DIFFERENT STUDIES, AND IS NOT INTENDED TO BE THE PRECISE EQUIVALENT OF "EXECUTIVE/ADMINISTRATIVE/MANAGERIAL" AS DEFINED IN THE EEO6 FORMS.

3. TOTAL # PUBLIC CCS IN U.S. 1,055
   TOTAL # INSTITUTIONS IN STUDY # 1 175
   TOTAL # INSTITUTIONS IN STUDY # 2 324
   TOTAL # INSTITUTIONS IN STUDIES #1+2 499
   (99 FOUR-YEAR COLLEGES SENT DATA, BUT ARE NOT INCLUDED)
   PERCENTAGE IN STUDY/TOTAL IN U.S. 47.30

4. HOW MANY ADMINISTRATORS IN THE STUDY WERE FEMALE?

	# FEMALE	% FEMALE
STUDY # 1	1,439	32.59
STUDY # 2	1,296	27.23
STUDIES #1+2	2,735	29.81

CONCLUSION: THREE OF TEN ADMINISTRATORS IN THE STUDY WERE FEMALE

5. HOW MANY FACULTY MEMBERS IN THE STUDY WERE FEMALE?

	# FEMALE	% FEMALE
STUDY # 1	7,321	40.58
STUDY # 2	8,627	38.13
STUDIES # 1+2	15,948	39.22

CONCLUSION: FOUR OF TEN FACULTY MEMBERS IN THE STUDY WERE FEMALE

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6. HOW MANY ADMINISTRATORS IN THE STUDY WERE MEMBERS OF MINORITY GROUPS (BLACK, HISPANIC, ASIAN-PACIFIC ISLAND, ALASKAN NATIVE-AMERICAN INDIAN)?

	# MINORITY	% MINORITY
STUDY # 1	744	16.85
STUDY # 2	617	10.80
STUDY #1+2	1.361	13.43

7. HOW MANY FACULTY MEMBERS IN THE STUDY WERE MEMBERS OF MINORITY GROUPS (BLACK, HISPANIC, ASIAN-PACIFIC ISLAND, ALASKAN NATIVE-AMERICAN INDIAN)?

	# MINORITY	% MINORITY
STUDY # 1	2,323	12.83
STUDY # 2	1,949	7.71
STUDY #1+2	4,272	9.66

8. WHEN WE TOTAL THE NUMBER OF SUBJECTS IN THE STUDY WHO ARE FEMALE + MINORITY WE ARRIVE AT:
   FACULTY: 39.22% FEMALE + 9.86% MINORITY = 49.08%
   ADMINISTRATORS: 29.81% FEMALE+ 13.43% MINORITY = 43.24%

9. HOW MANY ADMINISTRATORS IN THE STUDY WERE BLACK?

	# BLACK	% BLACK
STUDY # 1	548	12.41
STUDY # 2	372*	6.51*

*AT LEAST

10. HOW MANY FACULTY MEMBERS IN THE STUDY WERE BLACK?

	# BLACK	% BLACK
STUDY # 1	1,356	7.52
STUDY # 2	944*	3.73*

*AT LEAST

DISCUSSION

THE FOLLOWING RANDOM COMMENTS WERE COLLECTED DURING THE RESEARCH, AND MAY BE OF INTEREST TO THE READER FOR SEVERAL REASONS:

-A FRIEND WROTE WHEN SENDING HIS INSTITUTION'S DATA: "THE ONLY ADDITIONAL COMMENT I WOULD MAKE IS THAT ALTHOUGH WE HAVE CONDUCTED FULL AFFIRMATIVE ACTION SEARCHES FOR TWO ADMINISTRATIVE POSITIONS THIS YEAR, NO QUALIFIED MINORITY CANDIDATES WERE DISCOVERED." (THIS INSTITUTION IS IN A LARGE

SUBURBAN AREA WITH ACCESS TO MANY MINORITY CANDIDATES).

-A WEST COAST ADMINISTRATOR WROTE: "IT MAY INTEREST YOU TO KNOW THAT EFFECTIVE-------, DR-------, A BLACK ADMINISTRATOR ... WILL BE ASSUMING THE POSITION OF (CHIEF EXECUTIVE OFFICER). MY BEST ADVICE TO MINORITY ADMINISTRATORS IS THE SAME AS FOR ANYONE ELSE. GET THE EDUCATION, THE ADVANCED DEGREES AND APPROPRIATE EXPERIENCE AND THE OPPORTUNITIES WILL BE THERE."

-A MIDWEST ADMINISTRATOR: "OUR EXPERIENCE HAS BEEN REWARDING AND IS THE CONSEQUENCE OF THE ADMINISTRATION OF A STRONG AFFIRMATIVE ACTION POLICY AND THE IMPLEMENTING PROCEDURES. MOREOVER, OUR PROGRAM HAS BEEN CHARACTERIZED BY OFFICIALS...AS 'PERHAPS THE MOST EFFECTIVE AFFIRMATIVE ACTION PROGRAM IN HIGHER EDUCATION IN ALL OF REGION....' IT SEEMS QUITE CLEAR THAT TALENTED MINORITIES ARE AVAILABLE AND CAN BE VERY EFFECTIVE IN AN ENVIRONMENT OF INCLUSION."

-A MIDWEST ADMINISTRATOR: AS YOU CAN GLEAN FROM THE DATA, A SUBURBAN COMMUNITY COLLEGE LIKE...TENDS TO BE PREPONDERANTLY CAUCASIAN WHICH IS A REFLECTION ON THE MAKE-UP OF OUR COMMUNITY. I WOULD CERTAINLY APPPECIATE YOUR KEEPING THIS INFORMATION CONFIDENTIAL."

-A WEST COAST AFFIRMATIVE ACTION OFFICER: "YOU INDICATED THAT YOU WOULD APPRECIATE ANY ANECDOTAL INFORMATION OR WORDS OF ENCOURAGEMENT FOR ASPIRING MINORITY ADMINISTRATORS. (WE) JUST HAD A CONFERENCE ON ENCOURAGING MINORITIES INTO THE EDUCATIONAL SYSTEM. AT THAT CONFERENCE OUR PRESIDENT SPOKE AND INDICATED THAT FINDING A ROLE MODEL, A MINORITY ROLE MODEL, WHO WAS ALREADY SUCCESSFUL IN THEIR CAREER AND HAVING THAT PERSON EXPRESS FAITH AND CONFIDENCE IN HIM WAS ONE OF THE MOST CRUCIAL FACTORS IN HIS PROGRESS TOWARDS SUCCESS."

-A UNIVERSITY ADMINISTRATOR: "YOUR LETTER DATED APRIL 4, 1984 HAS BEEN REFERRED TO MY ATTENTION. HOWEVER, I HAVE NOT BEEN ABLE TO LOCATE A COPY OF THE EEO6 FORM FILED LAST NOVEMBER. WHICH MEANS THAT WE WERE NEVER REQUESTED TO FILE ONE."

-A STATE ADMINISTRATIVE OFFICER: "IN RESPONSE TO YOUR LETTER REGARDING COMMUNITY COLLEGE ADMINISTRATORS, OUR OFFICE DOES NOT SUMMARIZE THE EEO6 FORM DATA. IN FACT, WE DO NOT EVEN RECEIVE A COPY FROM OUR COLLEGES. HOWEVER, WE ARE INTERESTED IN RECEIVING A COPY OF YOUR REPORT, AS IT SOUNDS LIKE IT WOULD BE OF INTEREST."

IMPLICATIONS

THERE ARE SEVERAL POINTS OF ADVICE WHICH CAN ASSIST INSTITUTIONS IN IMPROVING THEIR AFFIRMATIVE ACTION STATUS, IF THEY WISH TO:

1. CLEARLY, AN INSTITUTION MUST KNOW WHAT KIND OF ADMINISTRATOR IT WANTS.

2. THEN, IT MUST GO OUT AND SEARCH ALL THE AVENUES, NOOKS, AND CRANNIES TO FIND THE BEST CANDIDATES.

3. IT MUST NEVER FORGET THE MEANING OF THE WORDS "AFFIRMATIVE ACTION."

4. IT MUST MAKE SURE THAT IT IS SELECTING COMPETENCY AND CAPABILITY FIRST, RATHER THAN RACE OR SEX. IT IS TERRIBLY IMPORTANT FOR THE CANDIDATE SELECTED, ESPECIALLY IF IT IS A FEMALE OR MINORITY GROUP MEMBER, BUT ALSO FOR WHITE MALES, THAT THE INDIVIDUAL BELIEVE THAT HE OR SHE WAS SELECTED FOR THE RIGHT REASONS, AND NOT FOR TOKENISM OR TO SATISFY SOME VAGUE ATTEMPT TO FULFILL AFFIRMATIVE ACTION REQUIREMENTS.

5. AN INSTITUTION MUST NOT ALWAYS EXPECT THAT THE CANDIDATES WILL HAVE ALL THE REQUISITE EXPERIENCE. IT MUST LOOK FOR TALENT AND SKILLS, AND TAKE A CHANCE IF NEED BE BY PROJECTING INDIVIDUAL GROWTH AND DEVELOPMENT.

6. AN INSTITUTION SHOULD NOT JUST FILL THE EASIER POSITIONS WITH MINORITY CANDIDATES--THAT GIVES OUT A CLEAR MESSAGE TOO.

7. AN INSTITUTION CAN HELP INDIVIDUALS TAKE PRIDE IN THEMSELVES AND IN THEIR ACCOMPLISHMENTS.

8. AN INSTITUTION MUST TREAT ALL ADMINISTRATORS ALIKE. DO NOT MAKE RACIAL DISTINCTIONS AMONG THE ADMINISTRATORS.

9. AN INSTITUTION MUST INVOLVE ALL OF ITS ADMINISTRATIVE PERSONNEL IN THE FULL PARTNERSHIP OF RUNNING THE INSTITUTION--IT IS TRAINING TALENT, AND PROVIDING EXPERIENCES FOR THESE INDIVIDUALS TO MOVE UP REGARDLESS OF RACE OR SEX.

10. OTHER ADMINISTRATORS MUST BE ROLE MODELS THEMSELVES, AS WELL AS MENTORS.

CONCLUSION

LET US END ON A BRIGHT NOTE. WE HAVE COME A VERY LONG WAY SINCE AUGUST 1, 1935 WHEN THE GEORGIA BOARD OF EDUCATION ORDERED ALL BLACK TEACHERS IN THE STATE HOLDING MEMBERSHIP IN THE NAACP TO RESIGN FROM THAT ORGANIZATION BY SEPTEMBER 15TH OR HAVE THEIR TEACHING LICENSES REVOKED. OR EVEN SINCE BOOKER T. WASHINGTON EXCLAIMED THAT "YOU CAN'T HOLD A MAN DOWN WITHOUT STAYING DOWN WITH HIM."

AFTER ALL, THERE ARE 254 COLLEGES REPORTED TO HAVE FEMALE PRESIDENTS, WHEREAS THERE WERE ONLY 148 IN 1975. IN THE TWO-YEAR COLLEGE FIELD THE FIGURES ROSE FROM 45 TO 102. AND THE NUMBER OF BLACK PRESIDENTS HAS RISEN FROM 32 IN 1979 TO 58 TODAY. BLACK/WHITE TEST SCORE GAPS HAVE NARROWED, AND BLACK SCORES ON SAT VERBAL AND MATH SUBTESTS HAVE IMPROVED. IN THE PERIOD FROM 1976 TO 1981 THE NUMBER OF ASSOCIATE DEGREES AWARDED TO BLACKS INCREASED FROM 26,000 PER YEAR TO 34,000, AND IT IS SAID THAT 51 PERCENT OF BLACK STUDENTS CONTINUING THEIR EDUCATIONS AFTER HIGH SCHOOL ARE ENROLLED IN TWO-YEAR COLLEGES.

WE MUST NOT LOSE SIGHT OF THE FACT THAT GAINS HAVE BEEN UNEVEN, AND THAT THERE HAVE BEEN SLIPPAGES. WE MUST NOT EXPECT MONODIMENSIONAL SOLUTIONS TO MULTIDIMENSIONAL PROBLEMS. WE MUST EXPAND ON ALL FRONTS AT ONCE:

-IF MOST STATEWIDE BOARDS LACK AFFIRMATIVE ACTION RESPONSIBILITY AS WE SAW IN A 1983 STUDY, THEN WE MUST WORK ON THAT.

-IF WE MUST RELY ON WHITES TO RECRUIT AND INTERVIEW BLACK PROSPECTIVE STUDENTS, THEN WE MUST WORK ON GETTING MORE BLACK ALUMNI TO DO THEIR PARTS.

-IF WE ANTICIPATE THAT MINORITY GROUPS WILL BE THE MAJORITY POPULATION IN MORE THAN 50 MAJOR CITIES BY 2000, THEN WE MUST BEGIN TO WORK ON INCREASING POLITICAL POWER FOR THOSE GROUPS.

-IF WE LACK MINORITY ADMINISTRATORS, THEN WE MUST RECRUIT MORE FROM THE FACULTY.

-AND IF WE LACK MINORITY FACULTY MEMBERS, THEN WE MUST DEVISE WAYS OF ATTRACTING AND RETAINING MORE MINORITY FACULTY MEMBERS.

-AND IF THE NUMBER OF MINORITY STUDENTS COMPLETING THE VARIOUS END-POINTS IS SLIPPING, WE MUST DEVOTE TIME AND ATTENTION TO STRENGTHENING RETENTION.

-IF HOUSING, EMPLOYMENT, AND EDUCATION ARE INEXTRICABLY INTERTWINED AS SOCIAL PROBLEMS, WE MUST WORK ON ALL AT THE SAME TIME.

-WE MUST REMEMBER, AS KENNETH CLARK, THE NEW YORK REGENT AND THE PERSON WHO FIGURED SO IMPORTANTLY IN AMERICAN EDUCATION THIRTY YEARS AGO IN THE BROWN VS. BOARD OF EDUCATION DECISION, HAS REMINDED US: "EDUCATION IN THE BROADER SENSE IS A CRITICALLY IMPORTANT VEHICLE BY WHICH SOCIAL PROBLEMS ARE IDENTIFIED AND ULTIMATELY OVERCOME."

-FINALLY, IT HELPS TO REMEMBER THIS ANECDOTE: A SMALL BLACK BOY STOOD WATCHING THE BALLOON MAN AT THE COUNTY FAIR. SUDDENLY, A RED BALLOON BROKE LOOSE AND SOARED UPWARD UNTIL IT COULD SCARCELY BE SEEN. SO MANY PEOPLE WERE ATTRACTED TO THE INCIDENT THAT THE VENDOR THOUGHT IT MIGHT BE GOOD BUSINESS TO LET ANOTHER GO, SO HE SNIPPED THE STRING OF A BRIGHT YELLOW BALLOON, AND, LATER, A WHITE ONE. THE LITTLE BOY STOOD THERE, AS IF WAITING FOR SOMETHING. FINALLY HE ASKED, "MISTER, IF YOU SENT THE BLACK ONE UP, WOULD IT GO AS HIGH AS THE OTHERS?" THE BALLOON MAN, WITH AN UNDERSTANDING SMILE, RELEASED THE BLACK BALLOON AS HE SAID, "SON, IT ISN'T THE COLOR--IT'S THE STUFF INSIDE THAT MAKES IT RISE."

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